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ABSTRACT

This handbook describes the process of developing a curriculum in job search methods for use with refugees. It is based on a workshop, one of a series of four designed to improve the skills of refugee service provider staff. The job club is an innovative approach to providing refugees with skills to find a job by themselves. In the short-term program, a group of refugees with intermediate to advanced English language skills spends about 3 hours a day learning techniques for getting a job and actively seeking a job. Instructional topics include job readiness, job research, telephone usage, the actual job search, and job survival. The handbook contains the following: (1) the workshop agenda and objectives; (2) an overview of job club structure and staff roles; (3) reproductions of two articles and a flyer concerning job club formation and activities; (4) a description of a job club established by the Jewish Vocational Service; (5) a bibliography of employment-related materials; (6) a job club curriculum outlining specific behavioral objectives, prerequisite cultural topics, and prerequisite language for each of the five topic areas; (7) sample lesson plans; and (8) guidelines and standards for job club operation. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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Developing a Job Club Curriculum

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NORTHWEST EDUCATIONAL COOPERATIVE
REGION V TECHNICAL ASSISTANCE PROJECT

DEVELOPING A JOB CLUB CURRICULUM

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April 21 and 22, 1983

(Funded by: Office of Refugee Resettlement, Health and Human Services, Region V)

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Tipawan Truong-Quang Reed, Project PRIDE,
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contributing articles, information, leaflets,
and personal experiences in organizing job clubs.

Sue Barauski, Elgin YWCA, for her presentation
on her experiences with leading a job club.

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Sherry Segal, Jewish Vocational Services, for
the time and energy she spent in both the
planning and conducting of the workshop. Her
sharing of materials and experiences were
instrumental to the success of the workshop.

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INTRODUCTION

"Developing a Job Club Curriculum" is the third in a series of four workshops funded by Region V, Health and Human Services. The goal of the series is to improve the skills of refugee service provider staff.

Programs have been recently seeking innovative and creative approaches to job development and placement. The "job club" has been one of those. The job club is designed for refugees with intermediate or advanced English language skills. Its purpose is to provide refugees with the needed skills to find a job by themselves. The job club is a blend of job-seeking skill instruction and supervised job-hunting.

The job club is viewed as a very effective job development and placement method for several reasons. First, clients are given the responsibility for finding their own jobs. This leads to less dependence on program staff. Since these clients are involved in finding their own job, the job developers have more time to devote to finding employment for the other clients.

A second benefit to the job club is that clients are developing skills which they may need in the future. Should they find themselves unemployed at a time when they are either ineligible for services or when there is no program to assist them, they will have the necessary job-seeking skills to seek another job independently.

Refugee programs in Illinois have shown a great deal of interest in organizing job clubs. This interest resulted in N.E.C. providing the workshop. The workshop goals were to provide participants with a definition of a job club and to facilitate the development of a joint cooperative job club curriculum. It was felt that a combined effort to develop a curriculum would lead to a timely and comprehensive product which could be used by a variety of programs.

This handbook was developed as a result of the workshop. Its contents include:

1. a summary of the workshop presentations,
2. workshop handouts,
3. a bibliography of selected resources for use in the job clubs, pre-employment ESL classes, or world-of-work cultural orientation sessions,
4. the job curriculum and sample lesson plans.

The Northwest Educational Cooperative hopes that readers will find these materials a useful resource to occupational staff, administrators, and other refugee service provider staff.

Interested readers who have questions or would like further information about this publication or the workshop series are welcome to call Linda Mrowicki at (312) 870-4166.

Linda Mrowicki
May, 1983

AGENDA

DEVELOPING A JOB CLUB CURRICULM

April 21, 1983

	Topic	Objectives - Participants will be able to:
Day One	Overview of a Job Club	List the components of a job club
	Overview and review of existing materials	Identify relevant topics and materials for a job curriculum
	Curriculum components	Identify the sections of a job club curriculum
	Student job search/maintenance competencies	List student competencies

April 22, 1983

Day Two	Curriculum Development	Write the curriculum for the job club Write sample lesson plans

JOB CLUB DEFINITION AND OVERVIEW

JOB CLUB OVERVIEW

Sue Barauski
Sherry Segal

Both Sue Barauski and Sherry Segal have experience in planning and leading job clubs for limited English speaking refugees. Outlined below are the main points of their presentation.

1. Job Club Definition

   A job club uses an approach in which the client actively seeks a job by him or herself. The activities are focused, concentrated, and limited in time. A better title for a job club is Employment Skills Workshop because it better represents the actual activities.

   The term "job club" emphasizes the actual getting of a job and, in many cases, this does not occur. More than 50% of the time is spent on learning techniques for getting a job. These skills are used during and after the job club is finished to find a job. It is a fallacy to think that the job club results in an immediate job. The title of Employment Skills Workshop emphasizes the process of learning skills as much if not more than the actual job-getting. With this outlook, the job club leader feels less management pressure.

2. Time Frame:

   A job club lasts about 3 hours a day for 8-10 days. The time is split between class instruction and actual job-seeking.

3. Student Language Proficiency

   Intermediate to advanced.

4. Job Club Components

   a. Job Readiness - Students prepare themselves for finding a job. This includes analyzing one's skills, setting goals, and writing resumes.

   b. Job Research - Students identify and use various resources for finding jobs, as the yellow pages in a phone book and newspapers.

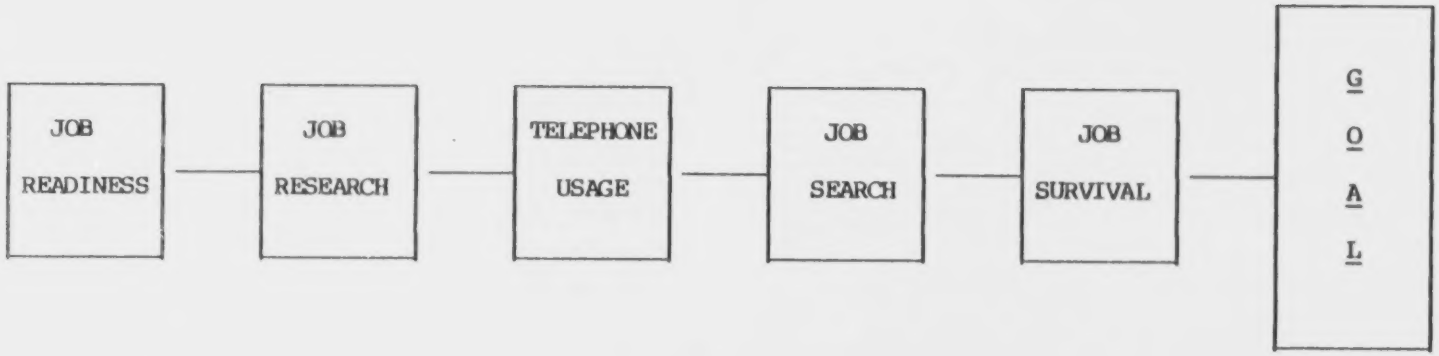
   c. Telephone Usage - Students use the telephone to call employers and other sources to locate jobs and get interviews.

   d. Job Search - Students actively look and apply for jobs.

   e. Job Survival - Students learn appropriate information and skills for keeping a job. This includes calling in sick, understanding your paycheck, etc.

These components are found in the model on the following page.

JOB CLUB COMPONENTS



Reference: Sherry Segal, 1983

PROGRAM OVERVIEW

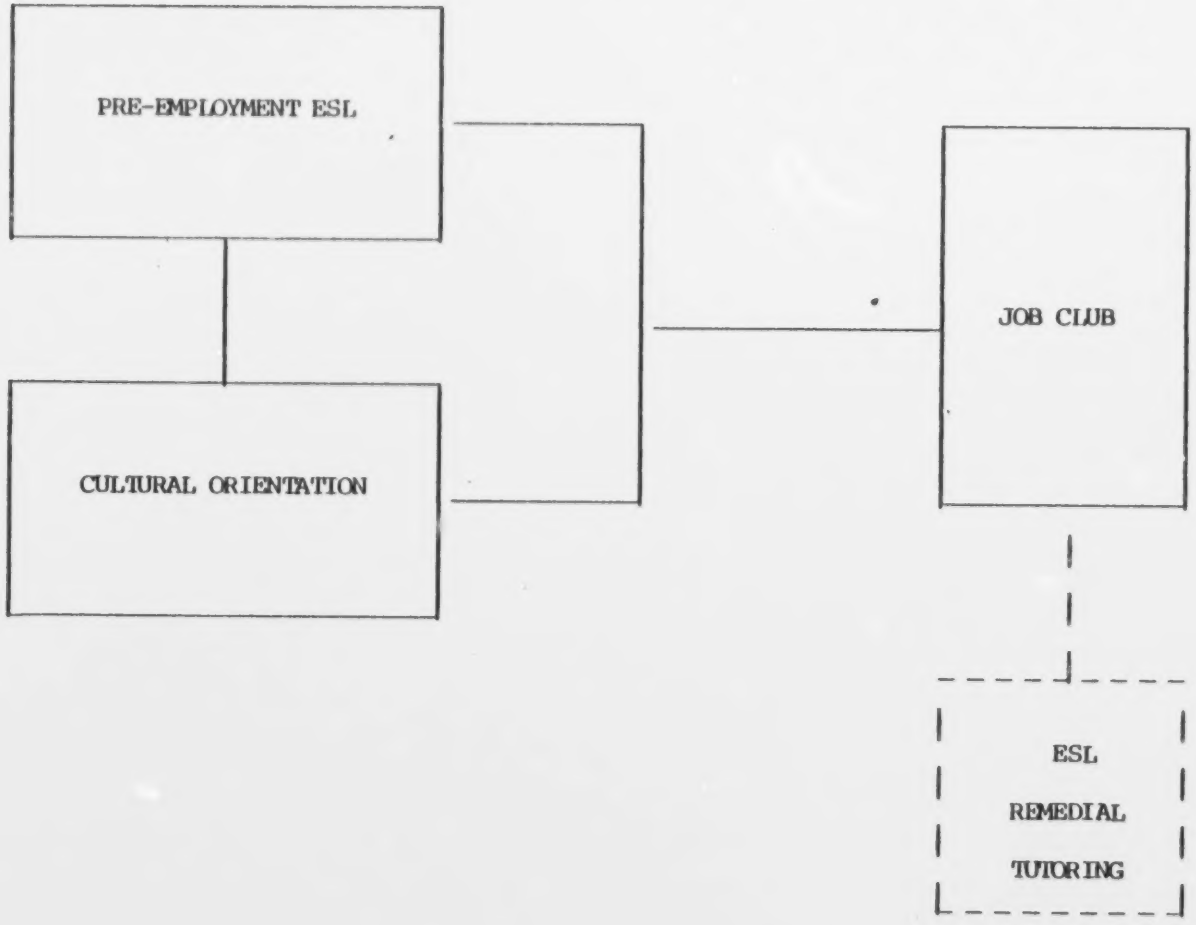
The comprehensive refugee program with an employment focus has three components: pre-employment ESL, cultural orientation and the job club. The pre-employment ESL class focuses on the language necessary to get and keep a job. It, therefore, teaches vocabulary and grammatical structures in the appropriate skill areas of listening, speaking, reading, and writing. Students are thereby able to write personal information, ask and answer questions about employment, etc. Pre-employment ESL can be offered to students of all proficiency levels.

The aim of cultural orientation is to provide students with information, skills, and cultural awareness to understand the world-of-work here in the U.S. It is best conducted in the students' native language. Topics such as setting realistic career goals, the concept of self-improvement, and job up-grading, etc. are included.

After clients have intermediate language skills and have completed the cultural orientation, they are ready for the intensive activities of the job club. In the event that a student is having some language difficulties, such as pronunciation problems, the student is referred to the ESL teacher for remedial instruction.

The program model is shown on the following page.

PROGRAM COMPONENTS



STAFF ROLES

* Workshop participants brainstormed the tasks of the pre-employment ESL teachers, cultural orientation teachers, and job club leaders. Their roles are summarized below:

Pre-Employment ESL Teacher	Bilingual Cultural Orientation Teacher	Job Club Leader
Builds vocabulary Teaches pronunciation and grammatical structure Teaches literacy skills Language is taught in context of pre-employment tasks	Discuss differences and similarities between U.S. and native country Counsels students in setting realistic goals Discusses work standards	Assesses, coaches, supervises, and follows up clients in their job hunting Contacts businesses and does follow up Applies and combines language and cultural information to job-hunting skills instruction
- -	Coordination	- -
- -	Assessment	- -
- -	Education	- -

RESOURCE MATERIALS

RESOURCE MATERIALS

The operations of a job club are further discussed on the following pages. First, the article "Comparative Evaluation of the Job Club Program with Welfare Recipients" presents statistical data on the effectiveness of the job club. Secondly, the article "Building the Bridge to Employment" contains suggested content and activities for pre-employment ESL, job clubs and cultural orientation. Thirdly, the Operation ABLE Job Club brochure is an example of a job club publicity tool. Fourthly, there is a description of the job clubs offered at Jewish Vocational Services.

Journal of Vocational Behavior, 16, 133–145 (1980)

Comparative Evaluation of the Job Club Program with Welfare Recipients

N. H. Azrin, R. A. Philip, P. Thienes-Hontos, and V. A. Besalel

Anna Mental Health and Developmental Center and Rehabilitation Institute, Southern Illinois University

About 1000 WIN welfare clients were selected in five cities: Harlem, New Brunswick, Milwaukee, Wichita, and Tacoma, and half were randomly assigned to the Job Club program. Of the continuing clients, 87% of the Job Club sample obtained jobs vs 59% of the Control sample at the 12-month follow-up and 80 vs 48% at 6 months. The Job Club was more effective in each of the five cities, for men and women, for high school graduates or dropouts, for blacks, whites, and Spanish, for handicapped or nonhandicapped, veterans or nonveterans, the young and the older, and for those required to participate as well as those who volunteered. The jobs obtained by the Job Club clients were comparable to the Control clients' jobs in terms of mean salary, full time status, and type of job, and were more likely to be enduring, nonsubsidized, and obtained by the job-seeker's own efforts. Job Club members obtained employment in a median of six sessions (mean of 11); 90% obtained jobs within 23 sessions. Follow-up questionnaire data indicated comparable job retention in the two samples but slightly greater advancement and job satisfaction for the Job Club clients. The method appears to assure employment to virtually all participating welfare clients.

The Aid to Families of Dependent Children (AFDC) Program of the U.S. Government is the principal welfare agency for providing support for the dependents of unemployed persons and included 3.5 million families in 1977 (Dept. of Labor, 1978) and paid about 10 billion dollars, one of the largest welfare programs in this country. Some of these welfare recipients are judged unable to work because of such reasons as a medical impairment, or the need to care for their preschool children. Otherwise, they must register for the WIN (Work Incentive) program which attempts to find employment for them by counseling them regarding job-seeking and employment, subsidizing their training as students in a new vocation, and very recently by subsidizing their employment by the CETA (Comprehensive Employment Training Act) program. In 1976 2,117,000 persons were enrolled in the WIN job-placement program (Dept. of Labor, 1977) and 1,541,000 in 1977 (Dept. of Labor, 1978). The WIN program may include an IMS (Intensive Manpower Service) program designed to provide intensive job-seeking assistance. The specific details of this IMS counseling were usually left unspecified except for such details as providing $1.50 per session plus transportation expenses.

The material in this project was prepared under Grant 51-17-76-04 from the Employment and Training Administration U. S. Department of Labor, under the authority of the Social Security Act, as amended. Researchers undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor. N. H. Azrin was the principal investigator. R. Philip served as the project coordinator. P. Thienes-Hontos and V. A. Besalel served as site supervisors.

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The need in the IMS component of the WIN program for an effective job-finding program was one example of the general societal need. Yet, as noted earlier (Azrin, Flores, & Kaplan, 1975), virtually no controlled research with an adequate control group has demonstrated the effectiveness of any standardized job-finding assistance program in spite of the large variety of existing programs. One such controlled evaluation (McClure, 1972) provided few procedural details and an apparently nonstandardized format, but nevertheless stands almost alone in its use of a statistically comparable control group.

One type of job-seeking program, the Job Club method (Azrin et al., 1975), which is standardized, has been shown to be effective in a controlled experimental evaluation. The method is based on a behavioral analysis of job-seeking as a social interaction (Jones & Azrin, 1973) in which obtaining job lead information is the initial response of a chain of behaviors. The method utilizes motivational procedures, materials, facilities, and intensive daily instruction of a small group of job-seekers. In the initial evaluation of the Job Club with a sample of general job-seekers (Azrin et al., 1975), 93% obtained full-time employment within three months vs. 60% for randomly assigned job-seekers not utilizing the method. Jobs were obtained more quickly by the Job Club clients and paid a higher median salary. A second evaluation of the Job Club method (Azrin & Philip, in press) counselled only clients with severe job-finding handicaps such as persons having physical disabilities, mental problems, police or prison record, alcohol or drug problems, former mental hospital patients, and welfare recipients, almost all of whom were clients of other helping agencies. The 154 handicapped clients were randomly assigned either to the Job Club method or to a fairly standard type of counseling involving lectures, discussion, and role-playing. The 6-month follow-up showed that 95% of the Job Club clients obtained jobs vs 28% of the comparison group and their jobs had a higher median salary, were obtained sooner, and generally were retained as well as the jobs of the Control clients.

The encouraging results obtained with the Job Club method indicated

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that the Job Club might serve as the suitable standardized method of counseling job-seekers needed for the IMS job-search program for the AFDC welfare clients. A proposal was made to the U. S. Department of Labor to establish a test program in several cities and provide a controlled experimental comparison with the existing WIN Agency Program in each city. The present report briefly describes the study which has been only recently completed and is described in greater detail in the report to the Labor Department (Azrin, Philip, Thienes-Hontos, & Besalel, 1978).

METHOD

Study period and location. One WIN office was selected by the Department of Labor in each of the following five cities: Harlem, New York; New Brunswick, New Jersey; Tacoma, Washington; Wichita, Kansas; and Milwaukee, Wisconsin. The program was initiated in these cities in the sequence indicated above from October 1976 for Harlem to October 1977 for Milwaukee. The national unemployment rate was unusually high during that period, 6.6–7.4%, and the unemployment rates for four of the cities were above the national level, 15% for Harlem, 9.6% for New Brunswick, 9% for Tacoma, and 6.9% for Milwaukee. Wichita had a lower than average unemployment rate of 4.6%.

Subjects. Nine hundred seventy-nine clients were blindly selected by their Social Security number and randomly assigned to either the Job Club or the existing counseling program at each site (Control group). Because of the sequence in which the different sites were initiated and the varying client availability at each site, the number of clients counseled at each site varied at the time of this report: 211 clients for Harlem; 227 for New Brunswick; 265 for Tacoma; 176 for Wichita; and 100 for Milwaukee. Of the total sample, 54% were female, 48% had not completed high school, 35% were blacks, 15% were Spanish, 22% were veterans, 11% were handicapped, 17% were not required to participate in the WIN job-search (voluntary), 10% were 21 years of age or less, 18% were over 45 years, the mean age being 35, with a median of three dependents. The Job Club and Control samples were not significantly different according to statistical analysis for any of the above demographic dimensions except for a greater percentage of Spanish clients in the Control condition than in the Job Club (18 vs 11%).

The initial pool from which clients were selected varied across sites. One site considered only "job-ready" clients formally designated for an intensive job-search program (IMS Component); one site included all WIN clients; and three sites included all clients except those designated for formal education, counseling, or on-the-job training.

Counselor selection and training. One counselor served as the Job Club leader in each city, that person being an existing staff member selected by that agency. Two were men, three were women, and one was black

(Harlem site). The first Job Club group was specified beforehand as a counselor training group, the data for which were not intended or used in the outcome analysis. The agency counselor was responsible for all clients thereafter and was observed by the experimenter for the first few sessions of each of the initial groups in order to assure general adherence to the program, but phasing out entirely by the later groups.

Data retrieval. Information regarding client characteristics and job status was based on the data routinely maintained by the agency so that the present results would be more meaningful to the agency. An apparently random omission occurred of demographic data regarding sex, race, disability status, etc., for individual clients, this omission being less than 1% for most categories. A questionnaire was sent to the clients in two sites to obtain an independent estimate of employment status as well as data regarding job satisfaction and pay raises.

Job Club program. A description of the Job Club program has been given in previous studies (Azrin et al., 1975; Azrin & Philip, in press; Azrin, Philip, Thienes-Hontos, and Besalel, 1978) and in a recent guide to the job-seeker and counselor (Azrin & Besalel, 1980). Therefore, only a brief description is given here. The clients met in a group of about 10 clients each day, in a structured meeting supervised by a counselor using a "lesson-plan" schedule of daily activities. A new group was started about every 2 weeks. Half a day was used in obtaining job leads and interviews in the office; the other half day was spent in going out to these interviews. The counselor closely observed and supervised as the client was engaged in obtaining leads from the telephone directory (yellow pages), examining want ads, calling employers and friends, and writing letters. The emphasis was on the yellow pages, friends, present and past Job Club members, and former employers as sources of job leads. The counseling used standardized and prepared scripts, self-recording guides, charts, and reminder forms for the activities of the client and counselor.

Control method. The clients in the Control group received the usual type of job counseling and services provided by their agency and could include direct referral to agency listings, counseling for job-seeking or special problems, vocational evaluation, subsidized job placement, and job development. These services were often provided by several staff members for a specific client unlike the Job Club clients who were served exclusively by the Job Club leader.

Follow-up duration. Since the five sites were initiated successively over a one year period, the duration of follow-up data available at the time of this writing varied for different clients and sites. Measured from the starting date of counseling, a 3-month follow-up was available for 860 clients, 6 months for 574 clients, 9 months for 266 clients, and 12 months for 138 clients. (A subsequent report is planned which should include a 6-month follow-up for all sites.)

RESULTS

Table 1 shows the job-finding success of the Job Club and the Control clients. The data is based on the entire sample for which data was available at all sites and regardless of the follow-up duration available. Job-finding success is also presented separately for several demographic variables relevant to employability. Job-finding success was defined by the WIN criterion of a job held for at least 30 days, either part-time or full-time.

For the overall sample, 33% of the Control clients obtained a job vs 62% of the Job Club clients. Greater success of the Job Club clients was seen for all of the job-relevant demographic variables: men or women, high school graduates or dropouts, blacks or whites or Spanish, all age brackets, each of the five sites, the handicapped, veterans, and mandatory or voluntary enrollees. Two by two χ^2 tests showed a greater proportion of

TABLE 1
Job finding Success of the Job Club and Control Sample for Several Job relevant Client Characteristics*

	Job club clients			Control clients		
	N of clients	N of jobs	Percentage of job success	N of clients	N of jobs	Percentage of job success
All clients*	487	300	62	490	163	33
Men*	215	146	68	229	73	32
Women*	266	154	58	260	90	35
Completed high school*	254	170	57	247	76	31
Did not complete high school*	224	128	43	234	86	37
Blacks*	168	99	59	170	54	32
Whites*	291	188	65	197	102	34
Spanish	53	31	60	79	36	46
Other (Oriental* and Indian)	19	12	63	22	7	32
Mandatory (WIN)*	388	260	67	363	135	37
Volunteers (WIN)*	74	28	38	80	17	21
Veterans*	88	59	67	93	35	38
Handicapped*	19	14	74	26	10	38
Selected age brackets						
21 years and under*	46	22	48	48	12	25
22 to 44 years*	350	226	65	339	109	32
45 years and older*	80	48	60	95	40	42

*Only jobs lasting at least 20 days are included. Follow-up varied from 1 to 17 months.
*$p < .05$.

successful Job Club clients for each of the subgroups ($p < .05$) except for the Spanish clients. For both programs, 89% of the jobs were full-time, i.e., 20 hr or more per week. The occupational category of the jobs were about the same: 4% of the Job Club jobs were professional–managerial vs 3% for the Control jobs. Similarly, the Job Club jobs paid as well as those of the Control jobs: a mean starting salary of $137 per week (median $120).

The two programs differed in that 21% of the Control jobs were temporary vs only 10% of the Job Club jobs ($p < .05$). These temporary jobs had not been included in Table 1. The jobs obtained by the Control clients were more likely ($p < .05$) to have resulted from a job lead supplied by the WIN agency listing, 14%, than the jobs obtained by the Job Club clients, 8%. Also, 25% of the jobs of the Control clients were subsidized vs 16% for the Job Club jobs.

The above results included all clients initially selected for inclusion in the two counseling programs, but not all participated. In the Job Club program, for example, 19% of the clients were "no shows," failing to attend even the intake session. Similarly, 10% of the Job Club clients reported that they were working prior to the date of their first scheduled session vs 5% of the Control clients on the equivalent date, the clients in both programs having been selected at the same time. These clients did not participate further, of course. The WIN program permitted clients to be "exempt" from required participation in WIN for many authorized reasons such as medical disability, having preschool children at home, lack of child-care facilities if children were at home, or lack of reasonable transportation to the WIN office, and yet to continue receiving AFDC welfare payments. Except for such cases of authorized "exemption," nonparticipation was often accompanied by procedures known as "sanctions" for terminating the client's AFDC welfare status. Clients also could lose their AFDC welfare status when their dependent children achieved adulthood and, of course, when they obtained satisfactory employment. The data were examined to ascertain the extent and basis for this nonparticipation by analyzing the number of jobless clients "deregistered" (terminated) from the WIN job-seeking program. Seven percent (7%) were excused because they were formally exempted, this percentage being the same for both programs. Another 7% of the clients received sanctions for nonparticipation, the percentage being slightly higher for the Controls (8 vs 6%). In all, 31% of the Controls and 22% of the Job Club clients did not attend, or discontinued attendance, without having found a job. In addition to the formal deregistration, the Job Club records showed that 5% of the clients were informally excused from attendance because of such reasons as temporary medical problems, or lack of child-care, etc.

A more valid evaluation of the two programs would be to consider the job-finding success only for those clients who were not deregistered, i.e.,

who continued to be formally enrolled in the WIN program. Eighty percent of these continuing Job Club clients obtained jobs vs 46% of the Controls, the percentage of successful continuing clients in the Job Club being as high as 93% in Tacoma and 86% in Harlem, but only 37% for Milwaukee, probably because of the very short follow-up at that site.

Figure 1 shows the job-finding success for the continuing clients at various follow-up durations to control for the above-noted variations in duration. At all follow-up durations, a greater percentage of Job Club clients obtained jobs. At 12 months follow-up, 87% of the Job Club clients obtained jobs vs 59% of the Controls.

Even if clients were formally registered in the WIN program, they might have attended the sessions irregularly, or been excused informally from any attendance requirement. Figure 2 shows the relationship between Job Club session attendance and job-finding. Data regarding session attendance was not available for the Control clients. Job-finding success continued to increase for as long as the clients continued attending the sessions. Ninety percent of the clients obtained jobs by the 23rd session. The maximum number attended, by one client, was 35 sessions, by which number 95% of the clients had obtained jobs. The median number of sessions was 6 (50% point in Fig. 2), and the mean number was 11 sessions.

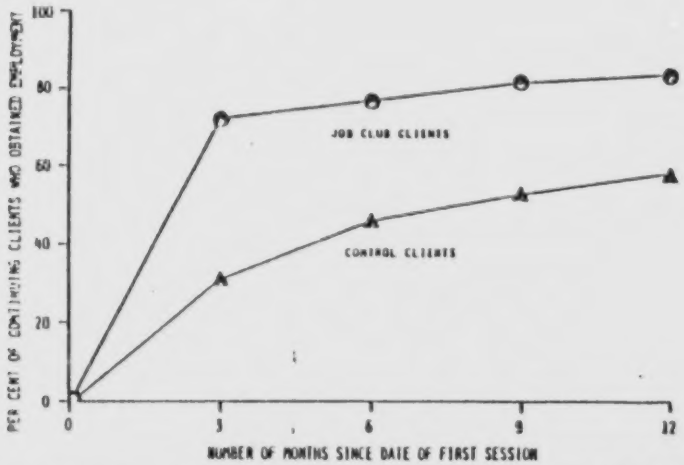

FIG. 1. Comparison of the job-finding success of the continuing clients in the Job Club and Control samples at various time periods since the date of the first session. Each data point is based on clients who had been enrolled in the WIN program for the designated time period and designates the percentage of those clients who obtained employment on or before the specified date. The 3 month point is based on 648 clients, the 6 months on 216 clients, 9 months on 185 clients, and 12 months on 108 clients.

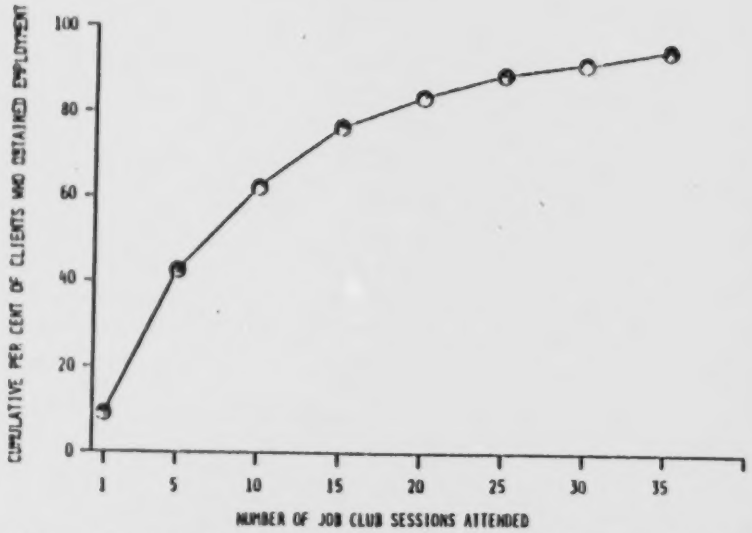

FIG. 2. The relationship between session attendance and job-finding success by the Job Club clients. Each datum point designates the number of clients who obtained employment by the specified number of sessions expressed as a percentage of the clients who attended at least that number of sessions or found a job after fewer sessions. Sessions were scheduled each weekday.

Questionnaire data. The questionnaire mailed to the client in two sites was returned by 24% of the clients, a return rate low enough to make general conclusions based solely on the questionnaire somewhat hazardous. Yet, the results can serve as corollary data regarding conclusions supported by the other data. Fifty-seven percent of the Job Club clients vs 27% of the Controls reported they were working after 3 months and 62% vs 28% after 6 months. For those clients who had obtained a job, about the same percentage of Job Club clients reported a pay raise after 3 months as did Control clients (20 vs 19%); but after 6 months, 30% of the Job Club clients reported a raise vs 23% of the Controls. Slightly more Job Club clients reported that they were "satisfied" with their jobs than did the Control clients (84 vs 78%).

Costs. The cost of the Job Club was tabulated from actual expenditures at the three sites where the client load was great enough for the counselor to be assigned full-time to the Job Club. The cost per placement was $54, including all supplies and services such as the phones, photocopying, newspaper subscriptions, refreshments, postage and office supplies, and the standard WIN payment to clients of $1.50 per session. Including the salaries of the full-time counselor and one-eighth time typist, the cost per placement was $167. Stated in program terms, the cost of the Job Club

was $7100 per year for supplies and services and $22,000 per year if the salaries were included with 252 new clients served per year. The above costs do not include the cost of office rental or furniture.

DISCUSSION

The Job Club was more effective than the alternative methods in obtaining jobs for every dimension measured of the job-seeking context. Job Club clients were more successful in each of the five cities, at all follow-up durations up to 12 months, in high and low unemployment locales, and for each subgroup of clients such as high school dropouts or graduates, blacks or whites, men or women, handicapped or nonhandicapped, Spanish or non-Spanish, young or old, and volunteer participants as well as mandatory participants. These results extend the findings of the two previous Job Club evaluations which also found greater effectiveness but with voluntary participants, and in the one locale that was a small college town in Southern Illinois.

The Job Club clients seemed to maintain, as well as obtain, jobs to a greater extent than did the Control clients. A slightly greater percentage of Job Club jobs lasted at least 30 days than did Control jobs, and at the questionnaire follow-up, more Job Club clients were working than were the Control clients.

The quality of the jobs in the Job Club seemed as great, or greater, than the Control jobs. The starting salaries were equal and the same proportion were professional or managerial and of full-time status. More Job Club employees reported being satisfied with their job and having received a pay raise after 6 months, and a smaller proportion were subsidized.

The results indicate that virtually all welfare clients who participated actively in the Job Club program were successful in obtaining employment. For example, when the analysis included those who continued to be registered for the program, the two sites with the longest follow-up had success rates of 93 and 86%, respectfully.

Actual attendance at the sessions appears to be the most meaningful dimension for specifying whether a client was an actual and active participant. The results were that 95% of those who attended for 35 sessions were successful, and 90% for 23 sessions attended. One might speculate that the Control clients would have been similarly successful under such special analysis, but the results suggest otherwise. For example, only 50% of continuing Control clients were successful by the 12-month follow-up vs 87% of the corresponding Job Club clients. Accordingly, the results suggest that virtually all welfare clients who continue their required participation in the Job Club will be successful and to an extent substantially greater than the success achieved by continuing clients in other programs.

Since the job status data was not complete, one should consider what effect these omissions could have regarding the observed differences

between programs. The job status data were obtained primarily from the WIN agency records which were very complete so long as the clients were registered with only 3% omission. When clients were deregistered without having a job, the data was not normally maintained. The difference in deregistrations bewteen the two programs was found to be 9% (31% for Controls vs 22% for Job Club), which is less than one-third the observed difference in job status found between the two programs and, therefore, cannot account for the greater success of the Job Club. Also, the questionnaire data which was not based on WIN agency records and did include deregistered clients, showed a superiority of the Job Club comparable to the agency data.

The results obtained here and in the previous Job Club studies may be more meaningful if expressed in terms of the more usual designation of rate of unemployment rather than of employment. In the present study, with welfare clients, the "unemployment rate" was 13% for the Job Club program after 12 months vs 41% for the Control program. Similarly, in Azrin et al. (1975) the unemployment rate was 7 vs 40% after 3 months; and in Azrin and Philip (in press), the unemployment rate after 6 months was 5% for the Job Club vs 62% for the comparison program. In these three studies the Job Club clients had unemployment rates of about one-third, one-sixth, and one-tenth, respectively, of the Control clients.

The results indicate that the Job Club program is feasible and applicable in a variety of settings. The cities selected were in diverse parts of the country and were selected by the Labor Department, not by the experimenters. One was a ghetto area of substantial unemployment (Harlem) whereas another (Wichita) was predominantly white and had below average unemployment. The counselors were selected primarily by the agency, not by the experimenters, and had no previous familiarity with the Job Club methods. All appeared very capable of conducting the Job Club in the positive and supportive style required, except for one counselor who seemed to have great difficulty in reinforcing the clients for their every effort and relied excessively instead on instructions and criticism. This incidental observation suggests that additional training for counselors might be desirable.

The Job Club method appears to be fairly economical relative to the alternatives. Subsidized employment such as in the CETA program and tax benefit programs to employers require several thousands, or tens of thousands, of dollars per client as does also a vocational training program. Supplementary professional testing and counseling services require professional persons whereas the Job Club program did not require these services. The actual costs of the program were $167 per placement, including salaries, which is a small fraction of the costs for the alternative programs.

The success of the Job Club program has been evidenced by its continuing utilization and expansion in some of the states where it was tested. In addition, the WIN program has recently initiated steps for extensive adoption of this type of program in WIN agencies (personal communication).

A great concern at the start of this study was that the required daily attendance might lead to great resistance and hardship of the clients. An objective indicator of such resistance was the need for "sanctions," the method of disqualifying clients for nonattendance. The results showed that such concerns were apparently groundless: sanctions were in fact initiated for a slightly smaller proportion of the Job Club clients than for the Control clients (6 vs 8%). In general, the clients seemed to accept the legitimacy of daily attendance requirement, after a few sessions, as a condition for the welfare payments, although some did object initially, largely it seemed because of their knowledge that other clients had no such requirement. Similarly, an initial concern was that second- or third-generation welfare clients would be unable and unmotivated to obtain employment. Again, this expectation was fairly groundless in that almost all clients, even in the ghetto community of Harlem, obtained employment. Apparently, the clients had the potential for employment but had lacked the continuing assistance necessary to maintain a job-search.

Of the Job Club clients who were initially selected, 10% reported that they had been working prior to the first session vs 5% of the Control clients on the corresponding date. Such employment should have been reported by the client. This greater "discovery" of the Job Club clients' employment may be attributable to the incompatibility of maintaining employment while attending the Job Club sessions every day. If so, the Job Club program provides greater assurance that the welfare recipients are not concurrently maintaining unreported full-time employment. Similarly, the attendance requirement by all welfare agencies would preclude unauthorized aid from more than one agency.

To what extent can the present method be considered a general solution to the problem of welfare? Certainly upper limits to its success are imposed by the state of the economy and by deficiencies of the job-seekers, but such obstacles may well have been overemphasized. The previous study with job-handicapped clients (Azrin & Philip, in press) found that 95% of such clients were successful and the present finding of about 90% success in Harlem with a 15% unemployment rate indicates that both obstacles can be overcome. Many of the AFDC clients were excused from the job-search requirement inherent in the WIN program because of factors which seemed to preclude employment, such as medical or psychological problem, transportation problem, and inadequate child-care facilities. To what extent might the Job Club program be applicable to all welfare recipients, including those exempted under current regulations? The present results showed that the Job Club was about twice as effective as the Control procedure in obtaining employment for the "voluntary" clients who did have this formal basis for exemption. Similarly, the previous study with job-handicapped clients (Azrin and Philip, in press) found that jobs were obtained for 95% of the clients who were handicapped because of physical, emotional, and other reasons. These two findings support the conclusion that all persons might well be considered employable, given that they are provided the means, such as transportation and child-care, of participating in the Job Club. This view suggests that all persons, except those having extreme disabilities such as being bedridden or severely retarded or psychotic, are employable and might reasonably be required to engage in the Job Club intensive-type of job-search as a condition for receiving unemployment or welfare benefits. Perhaps the job-finding difficulty has been with the nature of the job-finding assistance offered and not with the job-seeker. If so, a remedy for the welfare problem would be to intensify the job-finding assistance, transportation and child-care programs and to discontinue the characterization of persons as disabled or not job-ready and requiring subsidized positions, tax exemption programs, or indefinite welfare.

Perhaps the present method achieved success for its clients at the expense of other clients competing for the same positions. Only large scale application can provide definitive evidence but some evidence exists that this "displacement" perspective is not entirely valid. In Jones and Azrin (1973), it was found that only 45% of the jobs held by the respondents had been publicly advertised; similarly, the present results showed that the Job Club clients relied only slightly on agency-supplied listings. Rather, many of the jobs seemed to have been created, or made available sooner by the intensive job-search. Even if no jobs were available locally, the present method assisted clients in relocating to areas where positions were not being filled even in the present period of extensive employment.

Although the present method did not utilize existing types of assistance such as subsidizing positions (as in CETA or tax benefits to employers), these expensive programs might usefully be combined with the Job Club method in future applications. Since funds are never sufficient to provide such subsidization for all job-seekers, a reasonable plan might be to make the subsidized positions available only to those job-seekers who have attended a specified number of sessions without success. This type of strategy would provide intensive assistance to all job-seekers in obtaining employment largely by their own efforts, but systematically provide such additional assistance as subsidies, tax exemptions, job development, general psychological counseling, testing, etc. to those who have been unsuccessful and evidenced genuine need of such services.

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Building the bridge to employment

Janna Fox and Regina Jones

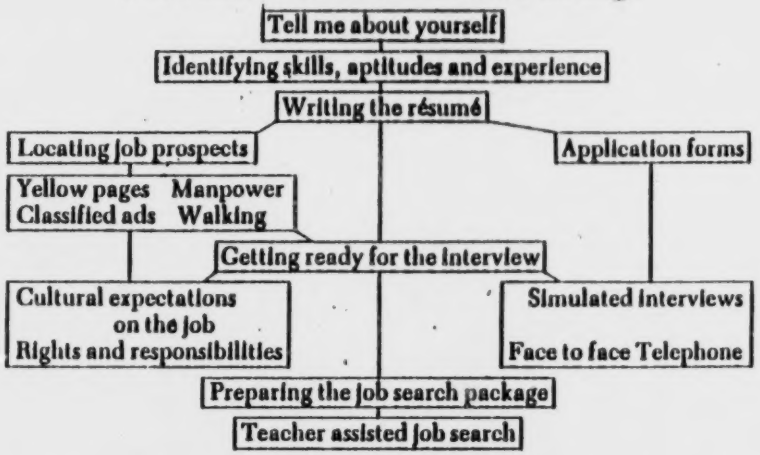
Manpower ESL courses, in Ontario, are sponsored jointly by the Canada Employment and Immigration Commission, on the federal level, and the Ministry of Colleges and Universities, on the provincial level, to provide a maximum of 24 weeks of language instruction for newly-arrived adult refugees and immigrants who are unable to find or hold employment because they lack the necessary language skills. The mandate for Manpower ESL is very specific: "to remove language as a barrier to employment." The question has always been, *How*. How does an ESL teacher remove language as a barrier to employment? How does a teacher connect what happens in a classroom situation with what is happening in the world of work? How does the teacher bridge the gap between classroom experience and employment experience?

The Willis College Pre-Vocational, Pre-Employment Module is a response to those questions. This paper will discuss its design, development and implementation. Though students work with vocationally-oriented material throughout their language course, the final four weeks focus exclusively on getting a job, holding a job, and getting ahead on the job.

Of course, ESL teachers, when first confronted with a Pre-Vocational Module, may respond as one of my colleagues did: "I was trained to teach English . . . I'm not a vocational counsellor." This same colleague had held four different part-time jobs while attending university. The first he located at Manpower (working in Northern British Columbia cutting trees); the second he located by canvassing bicycle shops until he found one that needed a bicycle repairman with "no experience necessary"; the third he found with the help of a friend (starting as a kitchen helper and later becoming a waiter at a restaurant); the fourth he located in the classified ads section of the newspaper (working as a bartender—capitalizing on experience he had gained while working in the restaurant). Now, having completed university, my ESL colleague responded with distress at the thought of working with the pre-employment module.

My reply to his distress was that while he was not a "vocational counsellor," his work experience reflected his ability to use the system.

Pre-vocational module Willis College



He was, therefore, a valuable vocational resource for newly-arrived refugees or immigrants who have never faced the Canadian employment market, and who don't know how to use the system.

In addition, a background with varied job experience reflects the "ladder response" to career objectives. Most of us had fairly defined career goals when we entered university. In order to attain our career goals, however, many of us had to accept employment—often menial employment—to survive economically. The idea of "working your way" to a career goal by accepting employment outside your field is an alien one for many refugees and immigrants. The "ladder response" to employment goals is a Canadian reality. It is highly appropriate in the Canadian context. What better way of demonstrating the success of the "ladder response" than to present an ESL class with a living example—their teacher!

The success of the module

The performance report is submitted at the completion of a course. The sample form on page 54 was selected for the following reasons:

1. The ratio of males to females is indicative of the ratio as a whole. (Generally there are approximately 5 males for every 2.5 females overall.)
2. The students listed are indicative, as well, of the wide range of

PERFORMANCE REPORT

Ministry of Colleges and Universities — Ontario

Instructor Contract No. 0103OF093 — Name of School: Willis Colleges ESL

Course: English As A Second Language — Instruction Date: JUNE 7 19 80

Sponsoring Agency: Willis Colleges ESL — Completion Date: DECEMBER 19 80

No.	Name	M/F	Attendance (DAYS ABSENT)	Final Test Pass	Final Test Fail	Job Obtained Yes	Job Obtained No	Remarks
22		M	0	✓		✓		LEVEL 6; two part-time jobs (cleaning at a laundry & kitchen helper at restaurant near Rideau Street
23		F	0	✓		✓		LEVEL 6; last day Dec. 6; full-time work as seamstress at warehouse.
24		F	0	✓		✓		LEVEL 6; last day Dec. 5; full-time work as seamstress at laundries
25		M	0	✓		✓		LEVEL 5; welder (full-time) at vending machines ltd. Eastern Street
26		M	0	✓		✓		LEVEL 5; working at kitchen helper — 240 Sparks
27		M	0	✓		✓		LEVEL 6; full-time work as assistant cook; Swiss Chalet Restaurant
28		M	0	✓		✓		LEVEL 6; cook at the Chinese Village

educational and employment backgrounds of students sponsored by Manpower for language instruction:

a) student 1 had an excellent educational background with no work experience. His career objective was to continue studying electronic engineering on the university level. He accepted two part-time jobs (unskilled) (at present he is a full-time student at the University of Ottawa; he continues to clean part-time at the library—see "ladder response.")

b) students 2, 3 and 4 had marketable skills and good work experience. They found employment in their skill areas.

c) students 5 and 7 had little or no educational background, and no marketable work experience. They were older than most of the other students (48 and 52 respectively). They both found work in restaurants, the latter being fortunate enough to locate a job which provided him with training as a cook.

d) student number 6 had both an excellent academic background (university-level course work in accounting) and good job experience as a bookkeeper in his father's business. He found a job first as an assistant cook. (At present he is the assistant manager at this same restaurant and is doing all the bookkeeping-see "ladder response.")

3. These students completed their course on December 19th. They were all able to find work in spite of the seasonal problems associated with finding employment in December.
4. These students were part of the influx of Indo-Chinese refugees. It is interesting to note the kinds of employment they were able to find.

The overall effectiveness of the Pre-Employment Module is demonstrated by the following statistics which summarize the employment information taken at the completion of ESL courses.

Note particularly the column titled "Employed at time of graduation." We view this percentage as the mark of success of the Pre-Vocational Module. It is interesting to note as well, the ability of immigrants and refugees to find employment even during very difficult seasons (e.g., completion dates: January 1980; December 1980).

Though these statistics are based on the employment status of a student the day he completes his language training, three-month follow-ups indicate that all but a fraction of a percentage point of students find employment within three months of completion of their ESL course.

A breakdown of past student enrollment by employment status at graduation

Course dates	*Total students graduated*	*Employed at time of graduation*		*Continuing education*		*Actively seeking employment at time of graduation*		*Not actively seeking employment at time of graduation*		*No information available*		*Unable to complete course*	
—		*No.*	*% of total*	*No.*	*% of total*	*No.*	*% of total*	*No.*	*% of total*	*No.*	*% of total*	*No.*	*% of total*
Nov. 76 May 77 6H030F008	25	20	80%	1	4%			4	16%				
June 77 Nov. 77 7H030F002	25	20 (1)*	80% (5)*	1	4%	1	4%	3	12%				
Nov. 77 May 78 7H030F001	25	17 (3)*	68% (18)*	1	4%	1	4%	5	20%	1	4%		
June 78 Nov. 78 8H030F001	25	19 (6)*	76% (32)*			2	8%	4	16%				
Nov. 78 May 79 81030F001	28 intake 25**	23 (8)*	82% (33)*			5	18%						
Jan. 79 June 79 81030F002	20	17 (11)*	85% (65)*			3	15%						
April 79 Sept. 79 91030F001	27 intake 20*	19 (16)*	84% (70)*			3	11%	5	19%				
TOTALS	175	135 (45)*	77% (33)*	3	2%	14	8%	21	12%	1	1%		

A breakdown of past student enrollment by employment status at graduation

Course dates	Total students graduated	Employed at time of graduation		Continuing education		Actively seeking employment at time of graduation		Not actively seeking employment at time of graduation		No information available		Unable to complete course	
		No.	% of total	No.	% of total	No.	% of total	No.	% of total	No.	% of total	No.	% of total
May 79 Oct. 79 91030F002	Serviced 20 Intake 20	15 (12)*	75% (60%)			4	20%					1	5% ***
Aug. 79 Jan. 80 91030F071	Serviced 61 Intake 60	38 (8)	62.5% (13%)	6	10%	10	16.5%	5	8%			2	3%
Oct. 79 Mar. 80 91030F004	Serviced 62 Intake 60	45 (3)	72.5% (5%)	2	3.5%	4	6.5%	6	9.5%	5	8%		
Dec. 79 May 80 9H030F001	Serviced 41 Intake 40	31 (13)	75.5% (32%)			1	2.5%	6	14.5%	3	7.5%		
Feb. 80 July 80 91030F005	Serviced 88 Intake 80	68 (9)	77.5% 10.2%			5	5.5%	7	8%	3	3.5%	5	5.5%
TOTALS	Serviced 272 Intake 260	197 (45)	72% (16.5%)	8	3.%	24	9.%	24	9%	11	4%	8	3%

A breakdown of past student enrollment by employment status at graduation

Course dates	Total students graduated	Employed at time of graduation		Continuing education		Actively seeking employment at time of graduation		Not actively seeking employment at time of graduation		No information available		Unable to complete course	
		No.	% of total	No.	% of total	No.	% of total	No.	% of total	No.	% of total	No.	% of total
Addendum 010300F001 April 80 Sept. 80	70 intake 80	40 (35)	57% (50%)	3	4.5%	16	22.5%	7	10%	3	4.5%	1	1.5%
Totals with addendum	342 intake 320	237 (80)	69.5% (23.5%)	11	3.5%	40	11.5%	31	9%	14	4%	9	2.5%
010300F003 July 7 - Dec. 19/80	86 Intake 80	55 (23)	**** 82% (29%)	9	10%	5	**** 7%	12	13%	1	1%	1	1%
010300F006 Feb. 23 - Aug. 7/81	61 intake 60	43 (14)	**** 9.4% (22%)	2	3%	2	**** 4%	12	19%	1	1%	7	10%

* Brackets indicate the number or percentage of students who left the course for full-time employment prior to the 5-1/2 month completion date.

** Because of advanced level of language capability, a number of students completed early or accepted jobs and others were phased into the program.

*** For reason of health, pregnancy, etc.

**** Percentage based on those looking for work. Does not include those students who were not looking for work.

Tell me about yourself

This invitation is often given by prospective employers once you've filled out the application form and made it past the reception desk. This is "the interview" and it's crucial to make a good impression.

Native speakers often lose their composure in this situation. Imagine how much more difficult this is for newcomers. After only six months of language training, they are abruptly introduced to an employment market where they have no network of friends, relatives or references, and where they must cope with an employment system and a set of cultural do's and don'ts alien to them.

So this friendly imperative "Tell me about yourself" seems to require that they bare their souls to a person they don't know, in a language they are not secure in. How should they answer? This is definitely not the moment to panic, look at the toes of one's shoes and mumble, "Thank you very much" or "I don't understand." For this reason we usually begin our vocational module by giving our students a model paragraph as a guide, and they first write and then tell the class about themselves. Of course they have been doing this in bits and pieces from the day they entered Willis College but the response at the interview should be well planned, brief and appropriate to the situation, i.e., what interests the employer and what the student has chosen to tell about him/herself.

Experienced tradespeople, technicians and professionals know their interests, aptitudes and skills. New workers, young or mature, tend to be modest about their skills and often don't recognize as experience such activities as repairing bicycles for friends, caring for ill elderly grandparents, helping out in the family business, making clothes for self and family or helping to build temporary housing in a camp.

Our students are very surprised and become much more confident when they look at the list of useful tasks they have performed. So when they say, "I don't have any experience—how can I get a job?", we answer, "Look at all the things you have done, the responsibility and initiative you have demonstrated. That's important to an employer too."

"I will do any job," is a phrase to discourage. It's not enough to be willing. Along with interests, skills, aptitudes, and experience, it's wise to be aware of the kind of environment where you function best, and to recognize your physical limits. Even at a low entry level this is important. An 85 lb. person who can't stand noise should think twice before applying for a job in a student pub or a hotel kitchen.

Writing the resume

At this point, we are ready to incorporate all the information regarding

work experience or educational qualifications into a resume. At Willis we have a form which the students use. It is concise, makes the most of any related experience for new workers, and serves as a reference sheet and guide for those who wish to present a more detailed resume. The actual writing of the resume doesn't take very long *if* the students have completed the first steps of the Pre-Vocational Module. When the resumes are in their final form, they are typed and returned, with copies, to the students.

Once these three projects are completed we can proceed to any of the remaining ones. The order in which they are presented and how much time is spent on them depends on the level of the class and the preference of the teacher. Usually we are working on two and sometimes three at the same time, during different periods of the day. The order in which the steps of the Module are discussed here isn't necessarily the order in which they are presented with every group.

Locating job prospects

At Willis we concentrate on four ways to look for jobs: *newspaper ads, the telephone book, Manpower* and *walk-ins* (knocking on doors).

Use of the telephone book: Using the telephone (and the directory) have been introduced earlier in the course; they are now used for the specific purpose of locating potential employers. If the class language level is low, we begin with an exercise in alphabetizing a list of names. With other classes we would begin with the telephone book itself. The way to use the white and blue pages is demonstrated and students are given various names to look up. It is the yellow pages that we concentrate on. Index, categories and sub-headings are explained — then a practical assignment is given. For the rest of the vocational period the yellow pages are used (together with a city map) to locate businesses that might need another employee; e.g., a barber will make a list of shops to telephone, or call on. He can do this by area, checking all the shops in the east end of the city for example, if he lives there, before applying for a job in the west end where he/she might spend a long time getting there. When you still have difficulty in talking it really is a good idea to let your fingers do the walking!

Use of the classified ads: Job vocabulary sheets are the introduction to the newspaper. Counter-man, short-order-cook, "be your own boss," experience an asset but not necessary. These terms and many others need explanation before the students can tackle the newspaper. Then we take the newspaper itself into the classroom — find the table of contents on page 1 — turn to the classified ads page — look at the index and become familiar with the different heading numbers, e.g., 186 — Restaurants, 193 — Construction. We present a paste-up of actual job ads along with an exercise, e.g., #24 what is the job, do you need experience? How do you apply? Whom do you ask for? Follow this up with a class set of newspapers and do an oral quiz. Example: look at page 73, column 2, 4th ad down — what's the job? Do you need experience? Or — find heading 200. What kinds of jobs are advertised? From here on newspapers are an integral part of each day.

We comb the ads for suitable jobs and follow them up by phone or in person. Reports on how it went are talked over in class. There is no substitute for the real thing. Knowing that their teachers and classmates are rooting for them takes the edge off the panic. Students need this assistance from us before they can do it alone. (I'd need it in a strange country, wouldn't you?)

Manpower: A familiar name to all our students, but as the Employment Centre it assumes new significance. A representative from Manpower is usually invited to speak to the vocational classes to explain C.E.C.'s services and to answer students' questions. We follow up on this by taking the students to the employment centre, locating different categories on the job information boards and picking up application forms which we fill out in the classroom. We also give the students a facsimile of a job description and a job request form. We talk about it. We do it.

Knocking on doors or walk-ins: This job-search technique is really terrifying to many of our students. It seems presumptuous to them to walk in and ask for work, but it has been proved one of the most effective methods of finding employment: It takes courage and confidence to walk into an office or restaurant you've never seen before and use the new language to ask for employment. That confidence is something we can help them acquire through classroom practice and actual experience as an assignment while still sheltered by the school. Getting the job is not the main objective at this point. Getting the experience is. The first students to try this technique are heroes. "How did it go?" "Were you nervous?" "Did they understand you?" "Did you get an application form?" The student is usually surprised and pleased that he/she survived. The next time will be easier — confidence has been gained. That was the objective.

Application forms

Learning to fill in application and TD1 forms is tedious but of tremendous importance. The level of the class determines the number of forms presented and the amount of time spent on them. We begin with the basic form from the *Introduction to Canadian English Bk. II* workbook as a review — first name Christian name, last name surname. These are easy for us but can be confusing to students. The resume is a good information sheet to refer to when faced with a detailed form such as those from Towers or Mitel. Forms such as these

request a lot of information. The content, the vocabulary, the abbreviations and the reasons for some of the questions all need to be explained. We present the form on an overhead first, go through it step by step, and then each student completes his or her own application form. It's time consuming but it's worth it. Once out of school the students must be able to do this alone.

Getting ready for the interview

The society you are born into you take for granted. You respond to its demands confidently and automatically. Once you enter a different culture all this changes. You can't rely on inborn responses. You must learn the new rules as quickly as you can.

We are a multicultural society but we are also a North American Western society and where work is concerned we have a fairly rigid code of behaviour. Our society expects us to be on the job and on time every day, to call in if we must be absent, to give notice if we are going to quit.

In some cultures fatigue is an acceptable reason for being absent; so is a visit from an out of town friend. Time is not so important. If you're 20 minutes late for an appointment it's not a disaster. To people from these societies we must appear to be obsessed by time. They know we're obsessed by the weather! However — to succeed on the job here, they have to adjust to our standards. As teachers, we have an obligation to help them adjust.

Cultural expectations on the job

In our program we discuss rights and responsibilities, appropriate dress, grooming, employer/employee relationships, minimum wages, overtime, benefits and deductions. Talks by members of the community on subjects ranging from consumer affairs to apprenticeship training and the job interview are provided by the local immigrant service groups.

Simulated interviews: we listen to them and we produce them — we have "questions you may be asked" and "questions you should ask." Everyone interviews everyone else in the class — they really know each other by the end of the four weeks! The responses should be automatic by the end of the four weeks.

Preparing the job search package

All students are provided with a manilla envelope. Inside are: a bus route map, four copies of their resume, several completed application forms (including a TD 1 form), and an emergency telephone number to call if assistance is needed. Attached to the envelope is a "Job Search Record." This form is filled in by students as they are looking for work. It is a record of their effort to get employment. The "Job Search Record" consists of the follow headings:

Date	Position Applied for	Name of Company	Address	Tel. Number

Approach Used (i.e., "Walk-in" Class Ad Telephone etc.)

Comments

Now, the students are ready to go. Most of them can do it alone, but some may need a lot of help — particularly if they have never worked before or if their language level is low. As teachers we are prepared to comb the ads and phone factories and businesses to lay the groundwork for an interview. If necessary we'll go out to a shopping centre with those who lack confidence and wait while they apply at different stores. Sometimes we accompany a student to an interview. This isn't coddling. It's a worthwhile investment of time that really pays off. We know that it does. We have the statistical evidence of its effectiveness and, more importantly, we have the visits, telephone calls, and letters of former students who are now contributing members of their new country.

NOTE: A list of vocational resources used to develop the Pre-Vocational Module is available upon request from: Janna Fox, Willis College ESL, 177 Nepean Street, Ottawa, Ontario. K2P 0B4

BEST COPY AVAILABLE

Are You Interested?

For the date the next Job Club starts—or for more information—write or call one of the following:

Operation ABLE
Job Club Counselor
36 S. Wabash - Room 714
Chicago, Il. 60603
782-3335

South Suburban Council on Aging
Job Club Counselor
15300 Lexington
Harvey, Il. 60659
333-4988

Jewish Vocational Service
Job Club Counselor
2020 W. Devon
Chicago, Il. 60659
761-9000

South Austin Job Bank
Job Club Counselor
5082 W. Jackson
Chicago, Il. 60644
626-1113

JOB CLUB
FOR OLDER WORKERS

A Project of
operation able
ability based on long experience

JOB CLUB
FOR OLDER WORKERS

DO YOU NEED A JOB?

We will help you develop job-finding skills.

What Is Job Club?

Job Club is an intensive job search program for people 55 and older who are looking for full-time or part-time employment.

In this program, job seekers spend part of every day:

- obtaining job leads
- contacting employers
- practicing interview procedures
- going on interviews
- helping each other

You will learn and practice up-to-date job-finding skills from trained counselors.

As a member, you can continue in the club until a job is found.

Job Clubs meet 2-3 times per week—for schedule, contact one of the Job Clubs on the back of this folder.

What Job Club Will Do For You:

- Help you find job leads.
- Provide you with interview training.
- Provide a telephone for your use in actually calling employers.
- Provide typing and photocopying service for resumes and letters.
- Provide newspapers, telephone books and listings of job openings from many sources.
- Provide you with specific statements you should make on the telephone when asking about a job.
- Help you to write a resume of your job qualifications.
- Assist you in writing to people about jobs.
- Provide a work space where you can write letters and make phone calls.
- Provide you with a counselor who will help you every day until you have a job.
- Provide you with continued help if you return after having lost a job.

JOB CLUB

FOR OLDER WORKERS

Job Clubs for Older Workers are made possible by grants from the Florence V. Burden Foundation and the Field Foundation

JEWISH VOCATIONAL SERVICE

JEWISH FEDERATION BUDGET PRESENTATION
1983-84

PEOPLE SERVED

JOB CLUB

The Job Club, a new concept in job seeking development in the late 70's, was initially aimed at serving the economically disadvantaged public aid recipient in a self-help framework to help himself find employment. The technique operating in a group setting, offers motivational resources and support to the job seeking participant who quickly recognizes he/she is not alone in trying to find a job. JVS has expanded the use of this self-help approach to other groups including the middle class unemployed, the senior adult, the handicapped, and the refugee. The success rate of clients securing jobs has been remarkable, ranging from 50-80%. Clients participate in an intensive job seeking process, using the skills of the JVS staff and the resources of the agency available to them. JVS is now working with the JFCS and JCC in expanding the support systems needed by members of the Job Club, dealing with issues of financial stress, family pressure, and physical as well as mental trauma. Over 400 clients will be served in Job Clubs this year. JVS hopes to expand the availability of the Job Club to others in need of employment.

BIBLIOGRAPHY OF SELECTED RESOURCES

Workshop participants evaluated a wide variety of materials that were relevant to job-seeking instruction. Their reviews are found on the following pages.

All materials are housed in the NEC library. Readers wishing to know the materials should call the library at (312) 870-4113.

BIBLIOGRAPHY OF SELECTED EMPLOYMENT-RELATED MATERIALS

Title, Author, and Publisher	Instruction			Component				
	Job Club	ESL	Cultural Comparison	Job Readiness	Job Research	Telephone Use	Job Search	Job Survival
CAREER COUNSELING MATERIALS AND TECHNIQUES FOR USE WITH VIETNAMESE, P. Katz, San Jose Community College Dist.	X		X		X		X	
A CURRICULUM GUIDE FOR PRE-EMPLOYMENT SKILLS, State of IL	X	X		X	X	X	X	X
DON'T GET FIRED (13 WAYS TO HOLD YOUR JOB), Anenih, Janus Book Publishers		X		X				X
EMPLOYABILITY SKILLS - CURRICULUM PROJECT VOLUME I and II	X	X		X	X			
ENGLISH THAT WORKS, K. Lynn Savage, Scott Foresman and Co.		X	X	X	X	X	X	X
FORMS IN YOUR FUTURE, M. Goltry, Learning Trends	X	X		X				X
FUNDAMENTAL FORMS SKILL TEST, Special Service Supply	X	X		X			X	X
GETTING AND HOLDING A JOB, B. Schneider, Frank Richards Publishing Co., Inc.	X		X	X	X	X		X
GETTING READY FOR PAY DAY, M. Hudson and A. Weaver Major, Frank Richards Publishing Co., Inc.	X	X		X				X
GETTING READY FOR PAY DAY, PART 2: SAVINGS ACCOUNTS, Hudson and Weaver, Frank Richards Publishing Co., Inc.		X						
GETTING READY TO WORK, Text-Workbook, J. McHugh, EMC Publishing	X	X		X	X		X	

BIBLIOGRAPHY OF SELECTED EMPLOYMENT-RELATED MATERIALS

Title, Author, and Publisher	Instruction			Component				
	Job Club	ESL	Cultural Comparison	Job Readiness	Job Research	Telephone Use	Job Search	Job Survival
GOOD WORKING HABITS, Dr. Mulvey (Educational Publishers/Program for Achievement in Reading)	X	X	X	X				
HOW TO FIND A JOB, Dr. Mulvey, (Educational Publishers/Program for Achievement in Reading)	X	X	X	X	X		X	
IT'S ALL IN A DAY'S WORK, Draper & Suther, Newbury House Publishers		X		X	X	X		
IT'S UP TO YOU, J. Dresner, et.al., Longman Publishers	X	X	X	X	X	X		
JANUS, JOB INTERVIEW GUIDE, A. Livingstone, Janus Book Publishers			X	X			X	
JANUS, JOB INTERVIEW KIT, Tew & Tons, Janus Book Publishers	X	X	X	X	X	X		
JOB ORIENTATION UNIT: ENGLISH VERSION, Wasselius, et.al. Wisconsin Board of Vocational, Technical, and Adult Ed.	X	X	X	X			X	X
JOB SEARCH, L. Locketz, St. Paul Public Schools	X	X	X	X	X		X	X
JOB SEARCH/ESL, G. Crabtree, Black Hawk College	X	X		X	X	X	X	X
MY JOB APPLICATION FILE, C. Hahn, R. Tong & R. Jen, Janus Book Publishers	X	X	X	X	X		X	

BIBLIOGRAPHY OF SELECTED EMPLOYMENT-RELATED MATERIALS

Title, Author, and Publisher	Instruction			Component				
	Job Club	ESL	Cultural Comparison	Job Readiness	Job Research	Telephone Use	Job Search	Job Survival
OCCUPATIONAL SAFETY, Dr. M. Mulvey, (Educational Publishers/Program for Achievement in Reading)		X	X					
OCCUPATIONS 1, C. Blakely,Ed., New Readers Press	X			X	X			X
OCCUPATIONS 2, D. Schroeder, New Readers Press	X			X	X	X	X	X
PROJECT LINK APL/ESL PROGRAM: VOLUME 3, H. Alkasab, et.al. Kishwaukee College		X		X	X		X	X
SURVIVAL SKILLS UNITS, Muirheid, (IL Office of Education)	X			X			X	
SOCIAL SECURITY, Providence Adult Ed Dept.	X		X					X
13 WAYS TO HOLD YOUR JOB, D. Anema, Janus Book Publishers								
TIMECARDS, PAYROLLS, CHECKS AND BANK STATEMENTS, New Jersey		X	X					X
TWENTY TRADES TO READ ABOUT, Dr. Zanzibar, Vocational Technical Curriculum Lab, New Jersey		X		X				
UNIONS, Dr. Mulvey (Educational Publishers/ Program for Achievement in Reading)	X	X						X
USING THE WANT ADS, W. Jew & C. Tandy, Janus Book Publishers	X	X		X	X			

JOB CLUB CURRICULUM

Participants divided into groups and brainstormed objectives for the job club. They also identified the prerequisite cultural information and language skills that students should have. The cultural information should have been taught in Cultural Orientation classes and the language in the Pre-employment ESL classes. Students who have the prerequisite language and cultural information are ready to successfully learn the job-seeking skills taught in the job club.

JOB READINESS

Job Club Clients will be able to:	Prerequisite Cultural Topics	Prerequisite Language
1. Express clear expectations of the job club	State the purpose of job club Realize the importance of independent activity	Express expectations
2. List their skills	Compare skills from native country to job skills	Identify skills, tools, materials and machines for different jobs
3. Assess and list strong and weak points which begin the process of developing specific job goals	Discuss cultural values Be assertive and aggressive as needed	Describe attitudes and qualities of selves and each other
4. State what kind of job they want	Build a concept of informed choice and decision making	Specify job wanted in employer's terms Vocabulary - job titles Job titles

JOB READINESS

Job Club Clients will be able to:	Prerequisite Cultural Topics	Prerequisite Language
5. Assist and coordinate their individual needs with the job goal (salary, school, day-nite)	Social service availability Salary expectations	
6. Link skills, interest and training to appropriate job openings	Discuss similarities and differences of people's past jobs and possible skills	Identify skills, tools, materials, and machines for different jobs
7. Use several ways to find a job	Compare ways of getting a job Flexibility - use more than one method	Read ads, alphabetize Read maps
8. Fill out an application	Definition, purpose and content of an application	Write background information

JOB READINESS

Job Club Clients will be able to:	Prerequisite Cultural Topics	Prerequisite Language
9. Write a resume and cover titles	What is a resume - purpose, length, timeliness	Describe education and work history specifically and concisely Write a cover letter
10. Get references	What is a reference? Why do we need it? How many?	Request assistance and specific information
11. Explain benefits, compensation, union terms, pension plans	Purpose and importance of keeping records	Read check stubs and identify deductions Payroll vocabulary necessary for a worker
12. Read a map Use public transportation	Concept of distance and time and money How public transportation works	Ask for directions Send a schedule, map

JOB READINESS

Job Club Clients will be able to:	Prerequisite Cultural Topics	Prerequisite Language
13. Demonstrate effective interview behavior and presentation skills	Compare interview behavior in their native country and U.S. Purpose of interview/dealing with employer choice and values	Interview vocabulary; greetings, employment history and interests Request information about the job State personal goals
14. Keep job search records	Importance of documentation Need to organize and follow up in job search activities Concept of functioning independently	Names Dates Numbers

RESEARCH

Job Club Clients will be able to:	Prerequisite Cultural Topics	Prerequisite Language
1. Locate appropriate industries and tools (Use the Industrial Guide, etc.)	Matching skills to industry Specific job goals Awareness of skills Transportation system	Read job duties Terms and abbreviations Read maps Locate information in telephone book
2. Use several methods to find jobs	Necessity of using many resources Independent search	Employment terms and abbreviations Describe their skills and experience Alphabetize Synonyms for specific jobs Kinds of work Titles
3. Use yellow pages and want ads		Vocabulary - classification of industries and services Terms and abbreviations Alphabet

RESEARCH

Job Club Clients will be able to:	Prerequisite Cultural Topics	Prerequisite Language
4. Write a resume	Specify experience and skills Note times involved	Describe skills Decribe work experience and background
5. List and use selling techniques	Positive assertiveness Proud presentation Appearance Body language	Describe one's skills and experience
6. Get references	Locating individuals who will give positive references Asking for same	Requesting assistance
7. Plan job search	Need to plan and schedule time for task	Employment terms and abbreviations Vocabulary - kinds of work, job titles, and synonyms for specific jobs

TELEPHONE USAGE

Job Club Clients will be able to:	Prerequisite Cultural Topics	Prerequisite Language
1. Call a company to give and get information about jobs	Need to assert oneself Need to be direct about subject of call Approximate time to call Persistent procedures and manners	Introduce self Give information Respond to and anticipate questions and comments Ask for the appropriate person Information Ask for appointment Leave message Respond to changes in agenda (script) for positive results
2. Identify their mistakes Others mistakes and correct them	Value of constructive criticism Accepting other's opinions Performance criteria Value of mistakes	Give specific criticism

JOB SEARCH

Job Club Clients will be able to:	Prerequisite Cultural Topics	Prerequisite Language
1. Have a specific job goal	Availability of different options to people with similar skills	Vocabulary of job titles and skills
2. Assess appropriateness of a job opening for each client in the class	Realistic expectations of entry level jobs. An entry level job is not forever	Vocabulary of job titles and skills
3. Use various methods to find a job	Explain the various resources for finding jobs	Read want ads and yellow pages Alphabetize Vocabulary of ads and employment service Ask questions about job openings
4. Find job openings in newspaper	Possibility of finding jobs in newspapers under different titles	Alphabetize Reading want ads Vocabulary of job title and skill

JOB SEARCH

Job Club Clients will be able to:	Prerequisite Cultural Topics	Prerequisite Language
5. Write a resume	Importance of personal and work history and background and names and dates Employers reactions to good or bad resume	Resume format and vocabulary Describe their work history and background
6. Contact the right person for a job	Structure of business and organizations (personnel office, etc.)	Names of job titles and their responsibilities Ask questions about job openings Request to speak to certain individuals
7. Call at appropriate times	Know office hours	Ask for information about jobs Ask an individual about the best time to call and discuss a job
8. Set up an appointment	Importance of having an appointment (not just showing up) Assertiveness	Introduce themselves Ask questions about job Make an appointment Dates and times

JOB SEARCH

Job Club Clients will be able to:	Prerequisite Cultural Topics	Prerequisite Language
9. Follow up a job contact	Importance of persistance, assertiveness, and timing of follow-up	Introduce themselves Ask questions about jobs
10. Get job leads for others	Cooperation helps the individual	Ask questions about job openings
11. Show up at an interview	Importance of being on time	Time and calendar
12. Obtain and bring important documents to an interview	Importance of documents in this country	Read salient information on documents

JOB SEARCH

Job Club Clients will be able to:	Prerequisite Cultural Topics	Prerequisite Language
13. Ask questions about company policies in an interview	Assertiveness If they don't understand, they should ask	Ask questions
14. Send follow up letter after interview	Importance of specificity and brevity in letter Selling your good points to company	Write a letter expressing interest in the job
15. Ask for a job at the close of an interview	Need to be assertive	Ask questions for information
16. Keep records	Importance and necessity of records and noting specific information	Vocabulary of forms Read directions on forms

JOB SEARCH

Job Club Clients will be able to:	Prerequisite Cultural Topics	Prerequisite Language
17. Support each other	Supporting others will help each individual	Describe emotions and reactions
18. Coach each other and provide positive reinforcement to each other	This behavior helps the client - especially meeting with different ethnic groups	Giving directions Provide positive reinforcement
19. State the importance of keeping report and sharing results of activities	The individual benefits from sharing information	Summarize and describe events and actions
20. Be punctual	Importance of being on time Planning actions in advance	Time

JOB SEARCH

Job Club Clients will be able to:	Prerequisite Cultural Topics	Prerequisite Language
21. Get support of friends Get support of families	Stress that an unemployed person needs encouragement	Ask questions of "American" friends

JOB SURVIVAL

Job Club Clients will be able to:	Prerequisite Cultural Topics	Prerequisite Language
1. Be responsible: (Punctuality, appearance)	Punctuality is essential in America as well as appropriate appearance	Time Follow instructions Make a schedule
2. Explain payroll system and benefits	Salary and wage structure is complicated in the U.S. Emphasis on accountability	Math skills Vocabulary for paychecks and other related forms
3. Follow company procedures and regulations: Tardiness, Safety, sick days	Capitalistic system is more demanding on the company procedures	Vocabulary - Safety signs and language, etc. Call in sick Explain tardiness or illness
4. Identify rights of worker	Appropriate ways to use various and numerous institutions and agencies available	Completion Request information

JOB SURVIVAL

Job Club Clients will be able to:	Prerequisite Cultural Topics	Prerequisite Language
5. Ask for help on the job Ask supervisors and employers questions	Questioning is expected and practical	Request assistance Ask for clarification
6. Maintain good interpersonal relationship on the job	Value of: open communication, team work, and free competition	Initiate and maintain a conversation on social topics - "small talk"; American sports, etc.
7. Understand American slang and and use workplace idiom	Importance to realize there are more similarities than differences	Specific vocabulary
8. Make a plan for upgrading	Upward mobility	

SAMPLE LESSON PLANS AND JOB CLUB CODE

LEARNING ACTIVITIES

The facilitator led a discussion of various types of learning activities which can be used in job club instruction. The procedures and participant comments regarding the advantages and disadvantages of the activities follow. Also included is a handout describing the various types of questions which can foster discussion in the job club.

LEARNING ACTIVITIES

Activities	Procedures	Comments
1. Lecturette	1. Give information 2. Check comprehension a. Closed questions b. Open questions	Advantages: Refugees are used to it Essential for setting the stage Disadvantages: Passive Overused Must develop comprehension 1. Questions to ask 2. Can be lengthy and boring
2. Demonstrtaion	1. Set the task 2. Demonstrate 3. Demonstrate with the participants 4. Participants demonstrate alone	Advantages: See others do task Learn by imitation Disadvantages: May feel uncomfortable Refugees may not take it seriously or may not be willing to participate
3. Role-Play	1. Introduce 2. Give specific information 3. Select players or ask for volunteers 4. Keep the role-play going. Interrupt if necessary 5. Conclude and discuss	Advantages: Active, motivating Disadvantages: Can be threatening Students may not take it seriously and see the relationship to real life Hard to control Needs planning
4. Formal Brain-storming	1. Introduce the task 2. Participants each have a turn until all pass 3. Participants clarify 4. Participants vote as many times as they want on the items 5. Participants discuss and lobby 6. Participants vote - 1 person, 1 vote	Advantages: Active participation of everyone Disadvantages: Students must be trained in procedures

DISCUSSION QUESTIONS

1. A Closed Question*

The advantages are that it can focus discussion on a specific point. We can check whether or not the student understands the content. The disadvantage is that it may limit disucssion by discouraging expression of attitudes related to the topic.

2. A Open Question

The advantage of this is that it stimulates thought and makes people want to give opinions. It is a good way of getting ideas out in the open for the group in discuss.

3. A Redirected Question

Focuses attention away from the teacher and returns the responsibility of problem-solving to the group. When a student asks a question it is sometimes a good ideas to ask someone in the group to answer it. A disadvantage of this technique is that the person to whom the leader redirects the question may not be prepared to answer it. Discomfort is a more likely result when the redirected question is also a closed one that demands a factual answer.

Exercise

Identify the open, closed and redirected question.

1. ____ What shoudl a resume include?

2. ____ How did you feel after your job interview?

3. ____ What kinds of problems did you have in making today's phone calls?

4. ____ What welding companies are located here?

5. ____ Nghia wants to know how long it will take to find a job. What do you think?

* From the Consortium, Thailand in Cultural Orientation Resource Manual, Volume II, Center for Center for Applied Linguistics. -52-

SAMPLE LESSON PLANS

After the curriculum was developed, participants turned their attention to lesson planning. The workshop activitiy consisted of first identifying various learning activities. Then participants commented on the advantages and disadvantages of each. Finally a group of participants designed three lesson plans using the activities which were discussed.

While one group of participants wrote lesson plans, a second drafted a job club code. The handouts, discussion summary, lesson plans, and code follow.

JOB CLUB LESSON

Students will be able to: FOLLOW PROCEDURES WHEN LATE OR ABSENT

Activity	Teaching Steps
1. Discussion	Ask: What do you think is a good reasons for not coming to work?
2. Demonstration	1. Teaching Assistant calls teacher Teaching Assistant calls in sick 2. Students (with Teaching Assistant's help) call in sick
3. Evaluation	Student calls teacher
4. Variations	1. Call in late - car broke down 2. Baby is sick 3. Baby sitting arrangement 4. Emergency (personal) 5. Got lost 6. Death in the family 7. Accident - car, bus, el 8. Unexpected - go to traffic court, etc. 9. Heavy traffic 10. Flat tire 11. Snow - can't get out of drive, etc. 12. Transportation delay

JOB CLUB LESSON

Students will be able to: FOLLOW PROCEDURES WHEN LATE OR ABSENT

Activity	Teaching Steps
1. Discussion	Ask: What do you do if you are going to be late?
2. Lecturette	State the purpose of the lesson
3. Lecturette	1. List appropriate procedures Phone calls - foreman Time - 2 hours before What to say for example Sick/tardiness policy Medical excuse Effects of frequest illness/tardiness
4. Evaluation	2. Ask comprehensive questions How do you know who to call? When should you call? Why should you call?
5. Discussion	Ask: What are examples of excuses that you should not use?

JOB CLUB LESSON

Students will be able to: READ A MAP

Activity	Teaching Steps
1. Read a map	Ask: What maps have you used?
2. Lecturette	1. Explain what the lesson is all about 2. Explain the area the map covers
3. Demonstration	Show a map 1. Select a destination and explain how to get there 2. Select another destination and group explains 3. Teacher gives destinations. Students select and explain how to get there (pairs).
4. Evaluation	Student gives direction (Student - Group and Teacher Assesses) (Student - Teacher)

JOB CLUB CODE

After interviewing each student, the teacher should make a list of common student expectations about the job club. The list should be presented to the class on the first day and the teacher should ask for verbal agreement about the code. The list should be displayed prominently.

NOTE: Some items in the code may be negotiable, while others are not. Compromise items may be: starting time, ending time, smoking manners during class.

However, the following are the basic non-negotiable components of the code.

1. Expectations of the purpose. The major goal is to provide the student with skills for self-job search and placement.

2. Standards of dress, punctuality and attendance.

3. Students will contribute by participating and asking questions. They should speak up if they disagree with the teacher or fellow students. This will bring discussion items into the open.

4. Students should be goal oriented and stay on task.

5. Students will support classmates - they will interact, share classroom experience and promote teamwork.

6. Teacher will encourage students to participate in additional activities which are necessary for student success, e.g. concurrent ESL study.